# SNDT Women's University, Mumbai

# Master of Science (Home Science - Early Childhood Education)

## *as per NEP-2020*

# Syllabus

## (2023-24)

| Program Degree | | M.Sc. Home Science- Early Childhood Education |
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| Parenthesis | | **Early Childhood Education** |
| Preamble | | Department of Human Development is committed towards the mission of improving the quality of life by creating and disseminating knowledge and intervention programs about life span of human development and immediate concerns of human development and family. |
| | | The main focus is on motto of discovering by research, applying and integrating the knowledge about life span development and family studies. The department makes conscious efforts to reach the main objectives, such as making students acquainted in the field of human development and equip them with skills to do outreach programs, teaching, research and policy work. |
| | | The development of scientific approach and knowledge about research and development in the areas of life span, family studies and early childhood education is the focus of the department. |
| | | One of the major goals is also to facilitate the holistic personality development of the students by providing opportunities for presenting research papers in seminars and conferences, conducting workshops, training programs for children, teachers, parents and adults. The students are also equipped with entrepreneurial skills to establish human development institutions such as NGOs, child guidance clinics, day-care centers, crèches, and children activity centers. |
| | | In addition, through experience of internship and product development, students become capable to connect |

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| | | discipline knowledge to professional and personal effectiveness. |
| Program Specific Outcomes (POs) | | After completing this program, Learner will be able to |
| | 1. | Analyze principles of theories of behavior and human development, advanced human development, and use the knowledge of early childhood education and curriculum development to assure wholistic development of children. |
| | 2. | Display skills necessary to apply theory to modify and enhance growth and development of children. |
| | 3. | Critically appreciate different methodologies in preschool and select the appropriate which is more meaningful to interact with the children in the class |
| | 4. | Design and implement developmentally appropriate curriculum at preschool level. |
| | 5. | Respect professional and ethical values in early childhood education as a profession. |
| | 6. | Exhibit skills to manage and run preschools, Creche or day care centers effectively |
| Eligibility Criteria for Program | | Any Graduate with 45% |
| Intake (For SNDT WU Departments and Conducted Colleges) | | 30 |

**M.Sc. Home Science - Early Childhood Education**

| SN | Courses | Type of Course | Credits | Marks | Int | Ext |
|---|---|---|---|---|---|---|
| | **Semester I** | | | | | |
| 114211 | Advanced Life Span Development (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 114212 | Theories of Behavior and Development (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 114213 | Persons with Special Needs (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 114214 | Advanced Early Childhood Education (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 114221 | Advanced Early Childhood Education (Pr) | Major (Elective) | 2 | 50 | 50 | 00 |
| 134211 | Research Methodology (Th) | Minor Stream (RM) | 4 | 100 | 50 | 50 |
| | | | **22** | **550** | **300** | **250** |
| | **Semester II** | | | | | |
| 214211 | Recent Trends in Curriculum Planning (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 214212 | Entrepreneurship in Early Childhood Education (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 214213 | Curriculum Designing for Young Children (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 214214 | Preschool organization and Management of programs (Th) | Major (Core) | 2 | 50 | 50 | 00 |
| 224211 | Maternal and Child Nutrition studies (Th) | Major (Elective) | 4 | 100 | 50 | 50 |
| 244241 | Internship (Professional Development and Personal Effectiveness) | OJT | 4 | 100 | 50 | 50 |
| | | | **22** | **550** | **300** | **250** |

Exit option (44 credit):
Post Graduate Diploma in Early Childhood Education

**Year II**

| SN | Courses | Type of Course | Credits | Marks | Int | Ext |
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| | **Semester III** | | | | | |
| 314211 | Research and Statistical Applications (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 314212 | Human Resource Development (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 314213 | Counselling and Intervention during Foundation Years (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 314214 | Science of parenting (Pr) | Major (Core) | 2 | 50 | 50 | 00 |
| 324211 | Instructional Technology (Th) Dept | Major (Elective) | 4 | 100 | 50 | 50 |
| 354231 | Research Project | RP | 4 | 100 | 50 | 50 |
| | | | **22** | **550** | **300** | **250** |
| | **Semester IV** | | | | | |
| 414211 | Research Applications in Early Childhood Education | Major Core | 4 | 100 | 50 | 50 |
| 414232 | Internship | Major (Core) | 4 | 100 | 50 | 50 |
| 414213 | Product Development | Major (Core) | 4 | 100 | 50 | 50 |
| 424211 | Observation and Assessment of Children | Major (Elective) | 4 | 100 | 50 | 50 |
| 454231 | Dissertation | RP | 6 | 150 | 50 | 100 |
| | | | **22** | **550** | **250** | **300** |

**Course Syllabus**

**Semester I**

**1.1    Major (Core)**

| Course Title | Advanced Human Development |
|---|---|
| Course Credits | 4 |
| Course Outcomes | After going through the course, learners will be able to |
| | CO.1 Organize knowledge of various developmental changes and challenges from prenatal period to middle adulthood. |
| | CO.2 Able to articulate issues impacting different types and areas of human development. |
| | CO.3 Able to use the skills to manage issues at the time of birth and immediately after the birth. |
| | CO.4 Integrate different issues related to physical development and socio-emotional of adolescents |
| | CO.5 Demonstrate the knowledge regarding midlife crisis and address the issues. |
| | CO.6 Learn the developmental tasks and challenges at all stages of life. |
| | CO.7 Formulate strategies to provide environments for optimization of human potential at all stages |
| **Module 1 (Credit 1) Prenatal and Infancy** | |
| **Learning Outcomes** | After learning the module, learners will be able to<br>1. Understand nature and concerns of prenatal development<br>2. Develop insight in to required assessment immediately afterbirth<br>3. Differentiate between genetic and environmental influences<br>4. Understand nature of perceptual development during period of infancy |

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| | 5. Locate the areas of developmental concerns for awareness in community |
| **Content Outline** | Unit 1: Conception-beginning of life, Genetic endowment and Genetic Counseling, APGAR Scale, DASI Scale<br><br>Unit 2: Milestones of Prenatal Development and Environmental influences<br><br>Unit 3: Perceptual development in Infancy<br><br>Unit 4: Effects of Early deprivation and enrichment<br><br>Unit 5: Attachment Development<br><br>Unit 6: Role of Adults during Infancy |
| **Module 2 (Credit 1) Childhood: Early, middle and Late** | |
| **Learning Outcomes** | After learning the module, learners will be able to<br><br>1. Understand the nature of physical, motor, emotional, cognitive, social and language developments during three stages of childhood<br>2. Locate the interlink among different types of developments of child in this stage of formative years<br>3. Develop insight into attachment and development of well-being among children<br>4. Provide guidelines about developmental milestones to stakeholders |
| **Content Outline** | Unit 1: Changes in motor skills<br><br>Unit 2: Socio cultural development<br><br>Unit 3: Emotional development and well-being, study of attachment<br><br>Unit 4: Cognitive development, language development and research trends |
| **Module 3 (Credit 1) Adolescence and young adulthood** | |
| **Learning Outcomes** | After learning the module, learners will be able to: |

| | 1. Identify various perspectives of development during adolescence development |
| | 2. Outline the issues related to reproductive health, nutrition and psychosocial issues during adolescence |
| | 3. Illustrate physical, social and emotional issues at the adolescence development. |
| | 4. Evaluate the concerns of relationships related family, parents and peer relationships |
| | 5. Formulate the crucial issues of young adulthood |

| Content Outline | Unit 1: Biological, cultural and developmental perspectives on adolescents and reproductive health |
| | Unit 2: Emotional and social issues related to physical changes and aspects of cognitive development |
| | Unit 3: Family, parents and adolescents |
| | Unit 4: Health, nutrition and psychosocial issues and challenges |
| | Unit 5. Significance, developmental tasks, responsibilities, adjustments, parenthood, Independence, work life balance, gender role issues |

**Module 4 (Credit 1) Middle Adulthood and Ageing**

| Learning Outcomes | After learning the module, learners will be able to: |
| | 1. Outline the developmental tasks and challenges during middle and late adulthood |
| | 2. Interpret effects of midlife crises due to physical changes and stressful events |
| | 3. Analyze issues related to family adjustment and generation gap |
| | 4. Develop crisis management during middle and late adulthood |
| | 5. Derive concerns of physical, social and psychological changes during late adult hood |

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| **Content Outline** | Unit 1: Physical, social and psychological changes during adulthood |
| | Unit 2: Competence, maturity, responsibility, stability and occurrence of menopause in women |
| | Unit 3: Midlife crisis, emptiness syndrome and stressful events, healthy coping strategies |
| | Unit 4: Family adjustments and generation gap |
| | Unit 5: Physiological changes, health concerns, cognitive and memory changes, support system development and awareness in death and dying |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Written Assignments
2. Case studies
3. Presentations and Group discussions
4. Related Films and article reviews
5. Development of awareness guidelines for community in the crucial areas of human development
6. Visit to Old age homes and submission of report

**References**

1. Ambron, R.S. (1978) "Child Development", Holt, Rinehart and Winston, New York.

2. Baldwin, L.A. (1980) "Theories of Child Development", John Wiley and Sons, New York.

3. Bee, H. (1997) "The Developing Child", Longman Inc., New York.

4. Berk, L.E. (2003) "Child Development", Prentice Hall of India Pvt. Ltd., New Delhi.

5. Cavanaugh, C.J., Kail, V.R. (2000) "Human Development: A Lifespan view", Wadsworth, USA.

6. Craig, J.G. (1992) "Human Development", Prentice Hall, New Jersey.

7. Morgan, T.C. et al (1986) "Introduction to Psychology", McGraw Hills Company, New York.

8. Papalia, E.D., Olds, W.S. and Feldman, D.R. (2001) "Human Development", McGraw Hills Company, New York.

9. Rao, T.V. (1996) "Human Resource Development: Experiences, Interventions, Strategies", Sage Publication, New Delhi.

10. Saraswathi, T.S. (1999) "Culture Socialization and human Development: Theory, Research, Application in India", Sage Publication, New Delhi.

11. Shariff, A. (1999) "India Human Development Report", Oxford University Press, New Delhi.

12. Sigleman, K.C., Rider, A.E. (2003) "Lifespan Human Development", Wadsworth, USA.

13. Sroufe, A.L., Cooper, G.R. and De Hart, B.G. (1996) "Child Development: Its Nature and Course", McGraw Hills Inc., New York.

**1.2 Major (Core)**

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| **Course Title** | **Theories of Behavior and Development** |
| **Course Credits** | **4** |
| **Course Outcomes** | After going through the course, learners will be able to |
| | CO.1 Compare developmental perspectives and focus thrust areas of various theorists on human development and behavior |
| | CO.2 Understand strengths, shortcomings and implications of major theories of behavior and development |
| | CO.3 Identify various determinants of development focused by different theories |
| | CO.4 Acquire in depth understanding of the theories and models of development |
| | CO.5 Critically evaluate different theories of human development |
| **Module 1 (Credit 1) Psychoanalytic Theories** | |
| **Learning Outcomes** | After learning the module, learners will be able to: |
| | 1. Identify the significance and role of theories in understanding human development |
| | 2. Recognize the idea that early childhood experiences affect development of adult |
| | 3. Determine the reasons of deviated development |
| | 4. Describe and explain an individual's personality or behavior |
| **Content Outline** | Unit 1: Significance of theory in understanding behavior |
| | Unit 2: Roles of theories in understanding human behavior, contributions of Indian Theorists (approaches in theory construction – inductive and deductive) |
| | Unit 3: Sigmund Freud's classical Psychodynamic Theory |
| | Unit 4: Erik Erickson's Psychosocial Theory |
| | Unit 5: Levinson's Adult Development Theory |

| Module 2 (Credit 1) Cognitive and Language Theories | |
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| **Learning Outcomes** | After learning the module, learners will be able to: |
| | 1. Understand the cognitive process<br><br>2. Create insight about cognitive and language development.<br><br>3. Explain how internal and external factors influence an individual's mental processes to supplement learning |
| **Content Outline** | Unit 1: Theory of cognitive development by Jean J. Piaget<br>Unit 2: Multiple Intelligence Theory by Howard Gardner<br>Unit 3.: Socio-cultural theory by Lev Vygotsky<br>Unit 4: Nativist theory by Noam Chomsky<br>Unit 5. Jerome Bruner's Theory of language development |

| Module 3 (Credit 1)  Motivation and Person-Centered Theory | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to: |
| | 1. Understand theories of personality.<br>2. Gain knowledge of concepts constituting the major theories of personality and how they explain human behavior.<br>3. Critically appraise research findings in personality psychology. |
| **Content Outline** | Unit 1: Maslow's Need Hierarchy Theory<br>Unit 2: Henry Murray's Personality Theory<br>Unit 3: Carl Roger's Person – Centered Theory<br>Unit 4: Critical analysis of all theories |

| Module 4 (Credit 1) Learning Theories | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to: |

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| | 1. Describe and distinguish among major learning theories<br><br>2. Understand what motivates people to learn, and what circumstances enable or hinder learning.<br><br>3. Employ knowledge of learning theories to analyze learning strategies, strengths, and needs |
| **Content Outline** | Unit 1: Classical conditioning by Ivan Pavlov<br><br>Unit 2: Operant conditioning by B.F. Skinner<br><br>Unit 3: Social cognitive theory of Albert Bandura<br><br>Unit 4: Ecological Perspective towards Human development |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Individual/ Group Presentations
2. Assignments
3. Projects (Individual and Group)

- *External Examination does not always mean Theory paper. It may practical examination, Product submission, projects, etc. checked by external examiners.*

- *Internal evaluation should not be Written Theory papers like Unit tests. Internal marks will be acquired through practical, small group or individual Projects, activities, presentations, seminars, workshops, products, assignments, application- based work, reports, etc.*

- *Practical may be part of the main courses along with theory modules instead of having separate courses of practical work.*

**References**

1. Crain, W (1992) "Theories of Development, Concepts and Application", Prentice Hall, New Jersey.
2. Hall, C., Lindzey, G. and Campbell, J. (1998) "Theories of Personality", 4th Edition, John Wiley & Sons Inc., New York.
3. Nicholas, S (1983) "Personality Theories", Holt, Rinehart and Winston, The Dryden Press.
4. Vasta R (ed) (1992) "Six theories of Child Development: Revised Formulations and Current Issues", Sessica Kingsley Publisher Ltd., London

| Course Title | Person with Special Needs |
|---|---|
| Course Credits | 4 |
| Course Outcomes | After going through the course, learners will be able to: |
| | CO. 1 Differentiate types of exceptional children |
| | CO.2 Identify the causes of disabilities. |
| | CO.3 Develop criteria to identify the disability |
| | CO.4 Compare different approaches describing disability |
| | CO.5 Develop individualized Education plan according to nature of disability |
| | CO. 6 Guide rehabilitation procedure for the disabled person |

- **Module 1 (Credit 1) Persons with special needs: An Overview**

| Learning Outcomes | After learning the module, learners will be able to: |
|---|---|
| | 1. Develop sound understanding in exceptionality. |
| | 2. Understand causes and different approaches of disability |
| Content Outline | Unit 1: Concept of disability, impairment and handicap |
| | Unit 2: Exceptional children: Types and definitions |
| | Unit 3: Causes of disabilities – prenatal, postnatal and heredity |
| | Unit 4: Various approaches to defining and describing disability – philanthropic, medical, administrative, legal, social, biomedical and political |

- **Module 2 (Credit 1) Cognitive, Neurological, sensorial and neuromuscular disabilities**

| Learning Outcomes | After learning the module, learners will be able to |
|---|---|
| | 1. Develop an understanding about cognitive and neuro-muscular/ behavioral disability- causes, types, identification and services available |
| | 2. Understand the services and rehabilitation programs available for disability |

| Content Outline | Unit 1: Intellectual Disability |
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| | Unit 2: Learning disabilities |
| | Unit 3: Cerebral Palsy and Autism |
| | Unit 4: attention deficit disorders |
| | Unit 5: Sensory impairments |

- **Module 3 (Credit 1) Child Development Perspectives**

| Learning Outcomes | After learning the module, learners will be able to |
|---|---|
| | 1. Identify the behavioral clues related to disabilities |
| | 2. Understand clinical assessment for disabilities |
| | 3. Develop IEPs for every disability |
| | 4. Knowledge about programs available in country for disabled people and inclusive practices |

| Content Outline | Unit 1: Identification |
|---|---|
| | Unit 2: Assessment (Formal and informal) |
| | Unit 3: Individualized Education Plan |
| | Unit 4: Service delivery systems and Inclusion |

- **Module 4 (Credit 1) Rehabilitation of the disabled**

| Learning Outcomes | After learning the module, learners will be able to |
|---|---|
| | 1. Develop an insight into society's perception regarding disability |
| | 2. Develop knowledge about various service agencies and Acts/Laws in country for disabled people |
| | 3. Understand the importance of technical devices and equipment available to assist disabled people |
| | 4. Understand the importance of counseling services for disabled people and their families |

| Content Outline | Unit 1: Attitude of the society towards the disabled |
|---|---|
| | Unit 2: Role of government, non-government (RCI Act, National Trust, RPWD Act) |
| | Unit 3: Role of science and technology |

| | Unit 4: Counseling of family and the disabled |
|---|---|

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Case observation and presentation
2. Policy presentation
3. Workshop content development

**References:**

1. Baquer, A. (1994): Disabled, Disablement, Disablism. New Delhi: Voluntary Health Association of India.

2. Barkowitz, H P and Rothman, P E (1960): The disturbed Child, New York, University Press.

3. Berdine, H.W. and Blackhurst, E.A. (1985): An Introduction of Special Education, Little Brownaid Co. Boston.

4. Bhargava, M.; (1994): Introduction to Exceptional Children.

5. Branwhite, T.;(1986): Designing Special Programs: A Handbook for Teachers of Children with Learning Difficulties, Methnen Co. Ltd., London.

6. Choate, S.J.; (1983): Successful Mainstreaming, Allyn and Bacon, Boston.

7. Cook, R.E.; (1987): Adapting Early Childhood Curricula for Children with Special Needs.

8. Council for Advancement of People's Action and Rural Technology (CAPART), (1996) " Disability: A Strategy to Promote the Participation of People with Disabilities in Programs for Rural Development", New Delhi.

9. Hallahan, P.D. and Kauffman, M.J.; (1991) Exceptional Children: Introduction to Special Needs.

10. Heward, L.W. (2003) "Exceptional Children: An Introduction to Special Education", Merell Prentice Hall, New Jersey.

11. Kanga, F.; (1990) "Heaven on Wheels", Penguin Books, New Delhi.

12. Narasimhan, M.C. and Mukherjee, A.K.; (1986) "Disability a Counting Challenge", Wiley Eastern Ltd., New Delhi.

13. Oliver, M. (1996) "Understanding Disability: From Theory to Practice", Macmillan Press, London.

14. Pandey, R.S. and Advani, L.; (1996) "Perspectives in Disability and Rehabilitation, Vikas Publishing House Pvt. Ltd., New Delhi.

15. Reed, V.A.; (1986) An Introduction to Children with Language Disorders, Macmillan Publishing Co., New York.

16. Rich, L.H. (1982) "Disturbance Students: Characteristics and Educational Strategies", Pro. Ed., Texas.

| Course Title | Advanced Early Childhood and Education (Th) |
|---|---|
| Course Credits | 4 |
| Course Outcomes | After going through the course, learners will be able to: CO.1 Identify the relevant areas in the field of Early Childhood Education. CO.2 Inter-relate local and inter-national types of children's education program. CO.3 Formulate physical designs/setup for preschool set-up. CO.4 Reflect on policies and programs regarding early childhood education and care. CO.5 Exhibit insight into theories and their application in early childhood education. CO.4 Reflect on policies and programs regarding early childhood education and care. |

**Module 1 (Credit 1) Relevance of E.C.C.E**

| Learning Outcomes | After learning the module, learners will be able to: 1. Aware of the significance and importance of early years. 2. Understand objectives of Early Childhood Education. 3. Get acquainted with types of preschools. 4. Observe and evaluate different centers |
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| Content Outline | Unit 1: Concept, Need, Scope & Objectives of E.C.E. Unit 2: Types of Children's Program – Infant Education, Kindergarten, Montessori, Day Nurseries, Headstart, Balwadi, Child Care Resource Agencies Unit 3: Planning, Implementation & Evaluation of ECCE Programs Unit 4: Regulations and Policies |

**Module 2 (Credit 1) Designing Physical Facility**

| | After learning the module, learners will be able to: |
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| Learning Outcomes | 1. Understand the importance of a well-planned physical environment in a preschool center |
| | 2. Outline the prerequisites essential to start and run the preschool |
| Content Outline | Unit 1: Building, location, space |
| | Unit 2: Selection of equipment and material |
| | Unit 3: Designing preschool and classroom |
| | Unit 4: Indoor and Outdoor spaces |

**Module 3 (Credit 1) Personnel in Early Childhood Education**

| Learning Outcomes | After learning the module, learners will be able to: |
| | 1. Understand administrative aspect of a center |
| | 2. Exemplify the various safety and security measures to be taken in a preschool |
| | 3. Perceive the importance of training and development of personnel in a preschool |
| | 4. Formulate ways and importance of communicating with the community. |
| Content Outline | Unit 1: Various personnel in E.C.E. and their roles and responsibilities |
| | Unit 2: Professionalism, Safety and Security of children |
| | Unit 3: Training and Development of Personnel |
| | Unit 4: Communicating with the Community |

**Module 4 (Credit 1) Policies and Programs for Early Childhood Education and care**

| Learning Outcomes | After learning the module, learners will be able to: |
| | 1. Understand various policies and programs for early childhood education and care |
| | 2. Aware about different policies and schemes |
| Content Outline | Unit 1: Policy for young children (Constitutional laws, fundamental rights and directive principles) |
| | Unit 2: National Policy for Education |
| | Unit 3: Convention of Right of the child |

| | Unit 4: Welfare programs young children (I.C.D.S., mobile crèches, Sarva Shiksha Abhiyan,) |
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**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Discussions on child safety
2. Developing strategies to implement different approaches in Indian classroom settings
3. Prepare a Checklist for appropriate Environment Settings and equipment

**References:**

1) Bennett, V., Wood, L. and Rogers, S (1997) :"teaching through play" Open university press, Philadepia.

2) Brewer. J.(3rd ed.) (1992) Introduction to Early Childhood Education-Pre-school through primary grades", Allyn and Bacon,

3) Carol, E. C. Jana. (1993). Early childhood curriculum, New York Macmillan

4) Day, B. (1993): Early childhood education, New York Macmillan

5) Grewal, J.S. (1984): Early Childhood Education, Agra National psychological corporation.

6) Kaul, V. (1991): Early Childhood Education program, NCERT, New Delhi

7) Mohanty J. and Mohanty, (1994): Early Child hood Education, Deep and Deep Publication: New Delhi

8) Pankajam, A. (1994): "Pre-school Education: Philosophy and Practice", Indian Publication, Ambala, India.

9) Singh. (1997): "Pre-School Education" APH Publishing Company, New Delhi

10) Viruru. (2001): Early Childhood Education" age Publication, California

| | |
|---|---|
| **Course Title** | **Advanced Early Childhood and Education (Practical)** |
| **Course Credits** | **2** |
| **Course Outcomes** | After going through the course, learners will be able to: <br><br> CO.1 Engage with a variety of ECE settings in Indian Educational Settings <br><br> CO.2 Identify the relevant areas in the field of Early Childhood Education. <br><br> CO. 3 Apply learnings from National and International contexts in preschool settings <br><br> CO.4 Create environments for preschool to foster learning <br><br> CO.5 Conceptualize and plan developmentally appropriate activities for children |

**Module 1 (Credit 1) Observation**

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| **Learning Outcomes** | After learning the module, learners will be able to: <br><br> 1. Learn skills of lesson planning for various age groups <br><br> 2. Workshops on planning different types of lessons based on topics, age appropriate & skills of writing a lesson plan. <br><br> 3. Practice mock lessons in the classroom |
| **Content Outline** | 1. Observation of physical set up. <br> 2. Study the classroom dynamics (teaching pupil interaction & teaching – learning) |

**Module 2 (Credit 1) Classroom dynamics**

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| **Learning Outcomes** | After learning the module, learners will be able to: |
| | 1. Provide opportunities for observations of physical set up, teaching- learning & children in the classroom. |
| **Content Outline** | 1. Observation of physical set up. <br> 2. Study the classroom dynamics (teaching pupil interaction & teaching – learning) |

| Module 3 (Credit 1) Lesson Planning & Conduction | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to: |
| | 1. Implement/ conduct lessons in the class |
| **Content Outline** | Students will be placed in pre-primary schools where they will conduct minimum of 10 lessons |

| Module 4 (Credit 1) Maintaining lesson plan journal | |
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| **Learning Outcomes** | After learning the module, learners will be able to |
| | 1. Develop skills of maintaining lesson plan journal |
| **Content Outline** | 1. The students will present the journal with all the lesson plans & activities with appropriate illustrations |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Assignments
2. Mock lessons presentations
3. Evaluation of lessons in preschool
4. Journal with lesson plans

| Course Title | Research Methodology |
|---|---|
| Course Credits | 4 |
| Course Outcomes | On the completion of course students will be able to: <br><br> CO.1 Develop approach to carryout scientific research processes <br><br> CO.2 Outline the research proposal and set appropriate process. <br><br> CO.3 Distinguish between various types of researches. <br><br> CO.4 Use various sampling and sampling techniques in research. <br><br> CO.5 Develop the research tool and set the procedure of data collection. |

**Module 1 (Credit 1) The Research Process**

|  | After learning the module, learners will be able to: <br><br> 1. Understand the process of research and its relationship to body knowledge and science <br> 2. Determine research process based on existing researches <br> 3. Recognize process of locating and formulation of problem <br> 4. Develop insight into research design of scientific nature <br> 5. Recognize the importance of ethics in research |
|---|---|
| **Content Outline** | a) Scientific approach to enquiry in comparison to native, common-sense approach <br><br> b) Knowledge, theory and research <br><br> c) Role, need and scope of research in the discipline of Home Science <br><br> **Steps in Research Process and Elements of Research** <br> a) Identifying interest areas and prioritizing <br><br> Selection of topic and considerations in selection <br><br> b) Review of related literature and research |

|  | c) Variables- types of variables including discrete and continuous variables |
|  | d) Conceptual definitions and operational definitions<br><br>Concepts, hypotheses and theories |
|  | e) Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypotheses<br><br>Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors |
|  | f) Research Design<br><br>Research questions, objectives and assumptions |

**Module 2 (Credit 1) Types of Research**

| Learning Outcomes | After learning the module, learners will be able to: |
|---|---|
|  | 1. Understand and apply different types of research procedures<br>2. Structure research designs by knowing methods of research<br>3. Distinguish between quantitative and qualitative types of researches<br>4. Locate research areas in human development |
| **Content Outline** | a) Basic and Applied research, Qualitative and Quantitative research (brief review of differences)<br><br>b) Historical research<br><br>c) Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research<br><br>d) Analytic studies- pre-experimental, experimental research, quasi experimental research<br><br>e) Qualitative research, Ethnography |

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|---|---|
| | f) Evaluative research- general characteristics, use of qualitative methods in enquiry, scope and importance in Home Science |

| **Module 3 (Credit 1) Sampling** | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to:<br><br>1. Understand relevance of sampling in research<br>2. Develop understanding in different types and respective techniques of sampling<br>3. Apply sampling procedures for specific research problems |
| **Content Outline** | a) Rationale, characteristics- meaning, concept of population and sample, and utility<br><br>b) Types of sampling and generalizability of results<br><br>c) Probability sampling - simple random sample, systematic random sample, stratified random sampling etc. - random and non-random samples, random numbers and use<br><br>d) Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples<br><br>General consideration in determination of sample size |

| **Module 4 (Credit 1) Tools for Data Collection** | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to:<br>1. Learn the process of tool development<br>2. Know different tools for data collection<br>3. Develop insight into procedure of data collection and coding of responses |

| Content Outline | 1. Primary and secondary methods of data collection |
|---|---|
| | 2. Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation |
| | 3. Development of tools, estimation of reliability and validity of tools |
| | 4. Procedure for preparation of the tool, administration of tools for data collection |
| | 5. Procedure for data collection |
| | 6. Planning for data analysis-coding of responses |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

**Assignment:** Construction of tools for data collection, types of questions, interview schedule and Questionnaire.

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**SEMESTER II**

| Course Credits | Recent Trends in Curriculum Planning |
|---|---|
| Course Outcomes | **4 (2 Theory and 2 Practical)** |
| | After going through the course, learners will be able to: CO.1 Identify the areas of significance in the field of curriculum planning. CO.2 Plan the process of curriculum planning. CO.3 Analyze Indian and Global trends in curriculum planning. CO.4 Design an environment for learning in ECE set-up. CO.5 Develop criteria of effectiveness and evaluate curriculum. CO.6 Create developmentally appropriate activities for children |
| **Module 1 (Credit 1) Concept of curriculum planning** | |
| Learning Outcomes | After learning the module, learners will be able to: 1. Describe Curriculum Planning, Relevance and characteristics of Curriculum planning 2. Able to display skills necessary to apply theories to enhance growth and development of children design curriculum for young children 3. Able to critically evaluate the criteria and select the relevant curriculum for children in the foundational stage 4. Design and implement developmentally appropriate curriculum at preschool level. |
| Content Outline | Unit 1: Rationale, Significance and Purpose Unit 2: Principles and Components of Curriculum planning Unit 3: Indian and Global Trends in Curriculum Planning |
| **Module 2 (Credit 1) Contemporary Models & Approaches to Curriculum Planning** | |
| | After learning the module, learners will be able to: |

| | |
|---|---|
| **Learning Outcomes** | 1. Demonstrate sound theoretical knowledge of approaches and philosophies of Early Childhood Education, <br><br> 2. Critically appreciate different methodologies in preschool and select the appropriate which is meaningful for children in the foundational years <br><br> 3. Differentiate between the salient features of different curriculum models and approach <br><br> 4. Evaluate different pedagogies and their relevance to Indian Settings |
| **Content Outline** | Unit 1: Montessori Model, Reggio Emilia, Te Whariki, Waldorf School, High/Scope <br><br> Unit 2: Behaviorist, Constructivist, Cognitive Oriented Curriculum <br><br> Unit 3: Project Method, Thematic Curriculum, Play way method <br><br> Unit 4: Developmentally Appropriate Curriculum, Creative Curriculum |

**Module 3 (Credit 1) Designing and Transacting Teaching-Learning Experiences**

| | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to: <br><br> 1. Understand and describe the importance of the Environment to promote holistic development of children. <br><br> 2. Display skills to apply theory to enhance growth and development of children through appropriate Physical Infrastructure <br><br> 3. Develop skills to design and create appropriate teaching-learning instructional material <br><br> 4. Design developmentally appropriate assessment methods to evaluate different aspects of a preschool program. |
| **Content Outline** | 1. Play and learning-importance of play for holistic development <br><br> 2. Organizing space for teaching-learning transactions, aspects of teaching-learning transactions-Physical environment, schedules, curriculum, strategies for managing children <br><br> 3. Planning experiences/activities to foster development across domains; Developing concepts related to science, math, language, self and environment |

| | 4. Use of developmentally and culturally appropriate teaching learning materials and equipment, use of story-telling, art, theatre, music and dance |
|---|---|
| | 5. Assessment and Evaluation |
| | a. Goal and objectives |
| | b. Physical Environment |
| | c. Program and Scheduling |
| | d. Teaching Methods |
| | e. Child |
| | f. Communication to parents |
| | g. Intervention |

**Module 4 (Credit 1) Program Planning**

| **Learning Outcomes** | After learning the current module, learners will be able to: |
|---|---|
| | 1. Apply theoretical knowledge to plan activities and programs to promote Reading, Writing and Number readiness skills in children. |
| | 2. Able to display skills necessary to create activities to enhance scientific thinking, promote positive attitudes towards Nature and Environment in young children |
| | 3. Design activities to promote and enhance creativity |
| | 4. Developing activities to promote social skills and living together |
| | 5. Able to frame and implement developmentally appropriate curriculum at preschool level. |
| **Content Outline** | Unit 1: Readiness for learning and Developing Literacy |
| | Unit 2: Manipulation and discovery through Mathematics and Science |
| | Unit 3: Encouraging creative arts |
| | Unit 4: Living Together-Social Studies |
| | Unit 5: Nature Education |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Presentation of different curriculum models
2. Designing an integrated model relevant to Indian context

**References**

David, T. (1989). Teaching Young Children. New Delhi: Sage.
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Rayna, S. (2004), "Professional practices with under-ones in French and Japanese day-care centres", Early Years, Vol. 24, No. 1, pp. 35-47.

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Swaminathan, M. (1998). Ed. The First Five Years: a critical perspective on Early Childhood Care and Education In India. New Delhi: Sage

Sylva, K. et al. (2004), The Effective Provision of Pre-School Education (EPPE) Project: Final Report, DfES, London, www.dcsf.gov.uk/everychildmatters/_download/?id=4058, accessed 10 November 2014.

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| Course Title | Entrepreneurship in Early Childhood Education |
|---|---|
| **Course Credits** | **4** |
| **Course Outcomes** | After going through the course, learners will be able to: |
| | CO.1. Analyze entrepreneurship qualities and skills |
| | CO.2 Will develop competencies to run a small or moderate scale business enterprise |
| | CO.3. Demonstrate abilities to carry out SWOT at individual and organizational levels. |
| | CO.4. Formulate projects with cost and pricing. |
| | CO.5. Develop attitude, motivation and behavior to be successful entrepreneurs. |
| | CO.6. Experiment with new entrepreneurial behavior & acquire a positive self – image. |
| | CO.7. Respect professional social and professional ethics in entrepreneurship |

**Module 1 (Credit 1) Qualities and functions of an entrepreneur**

| Learning Outcomes | After learning the module, learners will be able to: |
|---|---|
| | 1. Understand the characteristics of an entrepreneur |
| | 2. List down qualities of an entrepreneur |
| | 3. Comprehend functions of an entrepreneur |
| | 4. Differentiate between an entrepreneur and a manager |
| **Content Outline** | Unit 1: Introduction |
| | Unit 2: Concept of Entrepreneur |
| | Unit 3: Characteristics of Entrepreneur |
| | Unit 4: Qualities of Entrepreneur |
| | Unit 5: Distinction between an Entrepreneur and a Manager |
| | Unit 6: Functions of an Entrepreneur |
| | Unit 7: Types of Entrepreneurs |

**Module 2 (Credit 1) Areas for Entrepreneurship & SWOT/SWOC Analysis**

| Learning Outcomes | After learning the module, learners will be able to:<br><br>1. Generate entrepreneurship ideas<br>2. Plan how to capitalize on an opportunity<br>3. Understand processes of entrepreneurship development<br>4. Demonstrate abilities to carry out SWOT at individual and organizational levels |
|---|---|
| Content Outline | Unit 1: Idea generation<br><br>Unit 2: Process planning – plan lay-out/functional layout<br><br>Unit 3: SWOT Analysis; Introduction and meaning |

**Module 3 (Credit 1) Understanding Human Behavior & Ethics**

| Learning Outcomes | After learning the module, learners will be able to: |
|---|---|
| | 1. Understand human behavior<br>2. List down major determinants of personality<br>3. Will be able to understand and apply ethics in entrepreneurship |
| Content Outline | Unit 1: Introduction, Attitude, Formation of attitude, Attitudinal influence on Human Behavior<br><br>Unit 2: Personality – determinants and traits<br><br>Unit 3: Personality and Behavior<br><br>Unit 4: Social responsibility in the present context<br><br>Unit 5: Application of ethics in entrepreneurship |

**Module 4 (Credit 1) Project Formulation in ECE and Cost and Pricing**

| Learning Outcomes | After learning the module, learners will be able to:<br><br>1. Define a project<br>2. Prepare a project report<br>3. Understand pricing and methods of pricing |
|---|---|
| Content Outline | Unit 1: Introduction, meaning and definition of project<br>Unit 2: Formulation procedure – project report<br>Unit 3: Guidelines in the preparation of project report |

| | Unit 4: Registration and license |
| --- | --- |
| | Unit 5: Meaning and Elements of Cost |
| | Unit 6: Pricing and Methods of Pricing |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1.      Individual/ Group Presentations

2.      Assignments

3.      Projects (Individual and Group)

**References:**

Bolton, B. and Thompson, J. (2000) "Entrepreneurs – Talent, Temperament, Technique". Butterworth-Heinemann Publications, Oxford.

2. Sharma, D. and Dhameja, S. (2002) "Indian Entrepreneurship – Theory and Practice", Abhishekh Publications, Chandigarh.

3. Kumar, A. and Poornima, S. (2003) "Entrepreneurship Development", New Age International Publishers, New Delhi.

4. Siddhu, A. and Sunderaraj, P. (2006) "Sustainable Entrepreneurship in Communities", Academic Excellence, Delhi.

| Course Title | Curriculum Designing for Young Children |
| --- | --- |
| Course Credits | 2 + 2 |
| Course Outcomes | After going through the course, learners will be able to:<br><br>CO.1 To examine different resources available in the neighborhood.<br><br>CO.2 Apply different types of curriculums at preschool levels.<br><br>CO.3 Plan developmentally appropriate Yearly, Monthly, weekly and daily plans to be implemented in ECE Centers<br><br>CO.4 To develop skills in planning programs, learning centers and curriculum for early childhood programs<br><br>CO.5.Address the administration and management concerns of early childhood education. |
| Module 1 (Credit 1) Developmentally Appropriate Practices | |
| Learning Outcomes | After learning the module, learners will be able to:<br><br>1. Develop an understanding of different types of plans required in a ECE Centre<br><br>2. Create different types of curriculums based on the background and developmental needs of children<br><br>3. Able to frame and implement developmentally appropriate curriculum at preschool level. |
| Content Outline | 1. Developmentally Appropriate Practices<br>2. Setting the Stage for Learning<br>a) Types of planning<br>b) Planning and Implementing Effective Small-Group Activities<br>c) Planning and Implementing Effective Whole Group Activities<br>d) Individually Appropriate Instruction based on diverse needs |

| | e) Organizing the Environment/Physical Infrastructure |
|---|---|
| | f) Classroom Management |
| | g) Assessment of programs |

**Module 2 (Credit 1) Issues in Curriculum formation**

| **Learning Outcomes** | After learning the module, learners will be able to: |
|---|---|
| | 1. Design different types of curriculums based on the philosophies of the program |
| | Critically appreciate different methodologies in preschool and select the appropriate which is more meaningful to interact with the children in the class |
| | 2. Evaluate the issues and current trends in Curriculum designs |
| | 3. Describe the impact of preschool programs on children and the community |
| **Content Outline** | Unit 1: Different types of planning and implementation of curriculum |
| | Unit 2: Impact of curriculum on program, children and community |
| | Unit 3: Acquisition of skills, task and behavior of curriculum formation |
| | Unit 4: Teacher's role in implementation of curriculum |
| | Unit 5: Current Trends and issues in ECCE Programs |

**Module 3 (Credit 1) Curriculum Designing**

| **Learning Outcomes** | After learning the module, learners will be able to: |
|---|---|
| | 1. Demonstrate an understanding of different types of programs in India and abroad |
| | 2. Critically assess the characteristics of different types of curriculums |
| | 3. Appreciate different methodologies in preschool and select the appropriate which is more meaningful to interact with the children in a setting. |
| | 4. Understand the impact of teacher training on skills for Curriculum development |

| | |
|---|---|
| | 5. Establish own preschool setup or crèche or day care centers with an effective curriculum |
| **Content Outline** | Unit 1: Factors influencing Curriculum Designing <br><br> Unit 2: Types of Preschools in Government Initiatives, Private Schools and NGOs <br><br> Unit 3: Models of In-Service and Pre-Service Training (Indian and Global Perspective) and its impact on curriculum planning <br><br> Unit 4: Quality Monitoring and Assessment |

**Module 4 (Credit 1) Planning/Designing learning centers in a preschool**

| | |
|---|---|
| **Learning Outcomes** | After learning the module, learners will be able to: <br><br> 1. Develop skills in Curriculum Planning for different programs <br><br> 2. Frame and implement developmentally appropriate curriculum at preschool level. <br><br> 3. Create learning centers with material to promote play way methodology |
| **Content Outline** | 1. Planning/Designing learning centers in a preschool <br><br> 2. Planning yearly, term, monthly, weekly and daily programs for preschool children <br><br> 3. Integrated planning across curricular areas using a theme <br><br> 4. Teaching strategies for multi- level classroom; using grouping, collaborative learning methods and peer tutoring; equipment, materials and diverse ways of using materials <br><br> 5. implement a developmentally appropriate curriculum and instructional practices based on assessment of child and family |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Evaluation of Educational toys and teaching materials

2. Evaluation of storybooks for preschool children

3. Presentation of yearly, Monthly, weekly and daily plans based on curriculum Models

**References**

- Bredekamp, S. & Copple C. (1997). Developmentally Appropriate Practice in Early Childhood Programs – Revised

- Center on the Social Emotional Foundations of Early Learning - CSEFEL (2011) Children. Demonstrating Classroom Rules Video. Module 1, Video Clip 6. Available from http:// csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_6.MPG

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- Goffin, Stacie & Wilson, Catherine. (2001). Curriculum Models and Early Childhood Education: Appraising the Relationship, (2nd Edition). Columbus, OH: Merrill/Prentice-Hall.

- Kostelnick, M., Soderman, A., & Whiren, A. (2011). Developmentally appropriate Curriculum. 5th ed. Old Tappan, NJ: Pearson Education/Merrill

- Morrison, George S. (2003). Fundamentals of Early Childhood Education (3rd Ed.).

- Morrison, G.(2007). Early Childhood education Today.10th Edition, Pearson/ Merrill Prentice Hall. New Jersey, USA.

- Roopnarine, Jaipaul & Johnson, James E. (2008). Approaches to Early Childhood Education, (5th Edition). Columbus, OH: Pearson/Merrill/Prentice-Hall.

| Course Title | Pre-school Organization, Administration and Management |
|---|---|
| **Course Credits** | **2** |
| **Course Outcomes** | After going through the course, learners will be able to: <br><br> CO.1 Distinguish between functioning and management of crèche and day care centers. <br><br> CO.2 Plan and manage different types of preschools and respective methodologies. <br><br> CO.3 Exhibit knowledge regarding maintaining and using various records in preschool. <br><br> CO.4 Integrate roles and qualities to be effective professionals in the field of ECE. <br><br> CO.5. Understand the importance and the process of licensing and accreditation |

**Module 1 (Credit 1) Assess Community needs and establishing a program**

| **Learning Outcomes** | After learning the module, learners will be able to: <br><br> 1. List down various ECCE Programs <br><br> 2. Distinguish between the needs of various ECCE Programs <br><br> 3. Understand selection, duties and committees in ECCE Programs |
|---|---|
| **Content Outline** | Unit 1: Types of Programs <br><br> Unit 2: Assessing the Needs, Benefits of Quality Care and Education <br><br> Unit 3: Board membership: Selection, duties and committees |

**Module 2 (Credit 1) Establishing and working with boards, licensing and accreditation and Staff of the center**

| Learning Outcomes | After learning the module, learners will be able to:<br><br>1. Plan enrichment programs<br>2. Understand the importance and the process of licensing and accreditation<br>3. Plan a budget<br>4. Identify suitable fund-raising activities<br>5. Design personal policy<br>6. Groom the employee |
|---|---|
| **Content Outline** | Unit 1: Types of funding, fund raising<br>Unit 2: Handling financial matters, budgeting<br>Unit 3: Design personal policy<br>Unit 4: Job description and enrichment<br>Unit 5: Orienting the employee and grooming the employee |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1.    Individual/ Group Presentations
2.    Assignments
3.    Projects (Individual and Group)

**References**

Spodek, B.; (1987) "Foundation of Early Childhood Education", Prentice Hall, New Jersey.

2. Read, K. (1967) "The Nursery School", Oxford & IBH Publishing Co.

3. I.A.P.E Conference Reports

4. Nechingco, F.M.; "Preschool Education Today", Double Day & Co., New York.

5. Conger and Rose.; (1979) "Child Care Aide Skills", McGraw Hill Book Co., New York.

6. Hendrick, J.; (1984) "The Whole Child", 3rd Ed., Times Mirror Mosby College Publishing, London.

| Course Title | Maternal and Child Nutrition Studies |
| --- | --- |
| Course Credits | 4 |
| Course Outcomes | After going through the course, learners will be able to:<br><br>CO.1. Identify the physical changes in pregnancy and lactation<br><br>CO.2. Develop knowledge about infant nutrition and growth charts and evaluation<br><br>CO.3. Critically evaluate Nutritional and health policies related to maternal & child health<br><br>CO.4. Plan guidelines for care of mothers & children |

**Module 1 (Credit 1) Importance of nutrition prior to and during pregnancy Nutrition.**

| Learning Outcomes | After learning the module, learners will be able to:<br><br>1. Understand the importance of nutrition and nutritional requirements of mothers during pregnancy<br><br>2. Understand the importance of antenatal care and nutrition<br><br>3. Develop awareness regarding complications of pregnancy and its impact on fetal growth |
| --- | --- |
| Content Outline | Unit 1. Importance of nutrition prior to and during pregnancy.<br><br>Unit 2. Pre-requisites and Nutritional requirements during pregnancy and effect of under nutrition on mother-child-short term and long-term outcome.<br><br>Unit 3. Congenital malformations, fetal alcohol syndrome gestational diabetes mellitus and. AIDS/TB |

| | Unit 4. Complications of pregnancy, Intra-uterine growth retardation |
| --- | --- |
| | Unit 5. Management and importance of Nutrition during Antenatal Care. |

**Module 2 (Credit 1) Lactation and Infant feeding**

| Learning Outcomes | After learning the module, learners will be able to: |
| --- | --- |
| | 1. Understand the maternal nutritional status |
| | 2. Develop knowledge about management of lactation |
| | 3. Develop awareness for Exclusive Breast Feeding & Baby friendly Hospital Initiative, Human Milk Banks |
| Content Outline | Unit 1. Development of Mammary tissue and role of hormones. |
| | Unit 2 Human milk composition and factors affecting breastfeeding, maternal nutritional status and milk composition. |
| | Unit 3. Management of Lactation in the post-natal period. |
| | Unit 4. Issues related to breast feeding (Rooming in, sore nipples, engorged breast, and inverted nipples. |
| | Unit 5: Exclusive Breast Feeding. Baby friendly Hospital Initiative, Human Milk Banks |

**Module 3 (Credit 1) Feeding of infants and children and dietary management**

| Learning Outcomes | After learning the module, learners will be able to: |
| --- | --- |
| | 1. Understand nutritional requirements of infants and early years |
| | 2. Develop knowledge for infant feeding and management |
| | 3. Analyze the growth charts and understand norms |
| | 4. Identify growth failures and risk factors |
| | 5. Understand the process & issue in weaning infant |
| Content Outline | Unit.1 Infant physiology, pre-term and Low Birth Weight (LBW). |
| | Unit. 2. Implications for feeding and management. |

| | Unit 3. Norms/standards for growth |
| --- | --- |
| | Unit 4. Growth chart and interpretation of growth chart |
| | Unit 5. Growth monitoring and promotion, growth faltering, failure to thrive. |
| | Unit 6. Issues in weaning |

| Module 4 (Credit 1) Malnutrition in mothers and children | |
| --- | --- |
| Learning Outcomes | After learning the module, learners will be able to: <br><br> 1. Identify nutritional deficiencies and their impact on development of children <br> 2. Understand the consequences of malnutrition on physical development, cognitive development. <br> 3. Develop awareness regarding current health & nutritional status of women & children in India <br> 4. Develop knowledge for policies and programs for health and nutrition |
| Content Outline | Unit 1. Effect of deficiencies of specific nutrients on development <br><br> Unit 2. Nutrition and Health Status of Women and Children in India. <br><br> Unit 3. Policies and programs for promoting maternal and child health and nutrition. International, national and state level |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

**1.** Individual/ Group Presentations
**2.** Assignments
**3.** Projects (Individual and Group)

**References**

1. International Food Policy Research Institute (1997). Care and Nutrition: Concepts and Measurement. International Food Policy Research Institute Washington DC., USA

2. International Child Health: A Digest of Current Information

3. Barker, D.J.P. (1998). Mothers, Babies and health in Later Life. Edinburgh, Churchill Livingstone.

4. Ward, R.H.T; Smith, S.K.; Donnai, D. (eds.) (1994) Early Fetal Growth and Development. London, RCOG press

5. Sachdev, H.P.S. and Choudhary, P. (1995). Nutrition in Children-Developing Country Concerns. Cambridge Press, New Delhi

6. King F.S. (1992). Helping Mothers to Breastfeed. Association for Consumers Action on Safety and Health, Mumbai

7. Wallace, H.M. and Giri, K. (1990) Health Care of Women and Children in Developing Countries. Third Party Publishing Co, Oakland.

| Course Title | Internship (On Job Training) |
|---|---|
| Course Credits | 4 |
| Course Outcomes | At the end of the internship, the students will be able to: <br> 1. To apply the knowledge of theory into practice <br> 2. To get acquainted with work environment <br> 3. Integrate professional skills at workplace <br> 4. Apply professional competence and skills at work place. <br> 5. Apply management and administration skills and competencies at organizational level. <br> 6. Plan activities for various early childhood centers |
| Module 1 (Credit 1) | **Application of Knowledge and Skills learned through various course contents** |
| Learning Outcomes | On the completion of this module students will be able to: <br> 1.Understand the structures of various early childhood centers <br> 2. Learn various skills to be efficient center heads/ supervisors/ teachers |
| Content Outline | Unit1. Organization structure of various early childhood centers <br> Unit 2. Skills to be efficient center heads/ supervisors/ teachers |
| Module 2 (Credit 1) | **Dealing with Challenges at internship places** |
| Learning Outcomes | On the completion of this module students will be able to: <br> 1. Outline the challenges <br> 2.Apply strategies to counter challenges <br> 2. Analyze causes of failure if any |

| Content Outline | Unit1. Observation of work setup |
|---|---|
| | Unit 2. Active participation in the center assigned |
| **Module 3 (Credit 1)** | **Professional Development** |
| **Learning Outcomes** | On the completion of this module students will be able to: |
| | 1.Describe necessary knowledge required to be professionally effective |
| | 2. Demonstrate skills to be effective in various early childhood centers |
| | 3. Learn professional ethics |
| | 3.  Learn to plan lessons and class management |
| | 4.  Develop skills to handle parents of children |
| **Content Outline** | Unit 1. Roles and responsibilities of center heads/ supervisors/ teachers |
| | Unit 2. Planning and demonstrating various educational program in the center assigned |
| | Unit 3. Professionalism and work ethics |
| | Unit 4. Skills to handle parents of children |
| **Module 4 (Credit 1) Personal Effectiveness** | |
| **Learning Outcomes** | On the completion of this module students will be able to: |
| | 1.Enhance personal qualities |
| | 2.Enhance communication skills |
| **Content Outline** | Unit 1. Introduction of interning student to centers as agents of change |
| | Unit 2. Identification of areas to be effective personally |
| | Unit 3. Effective communication & personality development |

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

**1.**    Submission of Internship report
**2.**    Case discussions
**3.**    Presentations of activities taken up during internship